

# Electronic News Media 2

## RTV 4301

Semester: Spring 2020, Hybrid

Course and Time: RTV 4301 (TV1) Friday 10:40am-1:40pm

Location: Weimer #3324 (Digital Editing Lab)

Instructor: Harrison Hove

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Office Hours: Virtual Thursdays 2-3pm or by appointment (in person or virtual). Appointments are heavily encouraged so I can dedicate a full 30 minutes to you without interruption.

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**PURPOSE OF COURSE:**

The purpose of this course is to kickstart your career in television news reporting. Together, we will learn how to write broadcast copy, shoot video, edit, and report stories on camera. By the end of our time together, you will be prepared to be a star intern at television stations or digital media outlets. You will even have enough clips to make your first reporter reel.

**COURSE GOALS:**

I want you to grow tremendously as a broadcast journalist in RTV4301. These are some of our shared goals for the semester:

1. Synthesizing theory and putting it into practice
2. Demonstrating the ability to write for electronic media
3. Shooting usable video with audio
4. Editing and manipulating video, audio, and layering these two elements together
5. Exhibit a degree of professionalism and ethics required in this profession
6. Combining all above goals to produce scripts and packages that can be used for WUFT
7. Contributing content on multiple platforms including social media and web
8. Help students better cover entire communities (sources, story ideas, diversity and

internationalization)

9. Expose students to broad perspectives in journalism (techniques, experiences)

#### INSTRUCTOR'S ADVICE

This is a challenging, but very rewarding course. I am here to elevate all unique learners by teaching you skills and helping you successfully navigate this experience. I champion “hands on” learning because it is the most efficient way to develop technical skills needed for future success.

I understand each of you may have a unique learning style. As your instructor, I will deliver concepts in many different ways to satisfy all different types of learners. This course will feature a combination of handouts, lectures, videos, and discussions that all overlap and reinforce concepts.

You will build new skills in this course and I will help you through this process. We will practice together in class before you are ever graded. You may also notice that assignments and projects are weighted more heavily toward the end of the course. This is to allow you to build and grow in your experiences so you create the best content at the end. Do not focus on perfection right away because we are learning so many new things. Instead, I suggest focusing your energy on improving after each attempt. Celebrate your achievements and then identify an area or two for future growth. This positive attitude will help you acknowledge your success along the way and build on the quality of your work throughout the course.

You might find it very helpful to practice technical skills like shooting or editing in your spare

time. We will cover a lot of ground in class, but practice makes perfect. Think about star athletes or renowned musicians. Practice is such an important part in fueling your growth.

Lastly, I am here to help you. Your success is my number one priority. If you have questions or need anything, inside or outside of the classroom, please do not hesitate to ask.

#### DIVERSITY STATEMENT

Television reporters tell the stories of a community and all individuals that make up a given community. We serve, help, and inform everyone. In order to best carry out these ideals, we must exhibit respect, inclusiveness, and an understanding for all people. These expectations during field work will also be carried into this classroom. Our differences will serve as a strength that we embrace as we discuss relevant story ideas, developing contacts within a community, or even storytelling techniques. Exposure to different perspectives, values, ideals, and experiences will make us all better, more compassionate and understanding journalists.

We all learn best and maximize our outcomes when we feel comfortable. Please let me know what I can do to make sure you feel respected and welcomed in this space.

Accommodation for Students with Disabilities – Additionally, I recognize many students might have unique learning needs and I am happy to be an active stakeholder, positioning you for success. I am also happy to work with students, on an individual basis, who are registered with DRC/Dean of Students Office and need classroom accommodations. I ask that you provide me with the necessary documentation to ensure I am serving and accommodating you in a way that best meets your needs.

## COVID-19 PRECAUTIONS

Your health and safety are a main priority. I will provide you with a field guide with protocols to protect you while engaging in any reporting that may take place outside your home. The following rules will be observed for all in-person class meetings:

- Approved face coverings are required. Your nose and mouth must remain covered during the entire class and while present in any UF building.
- Physical distancing will be observed during class meetings. Do not move work stations.
- Sanitizing are available if you wish to wipe down your workspace before and/or after class.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).

## REQUIRED READING:

Required: ***Write Like You Talk: A Guide to Broadcast News Writing***. By: Jeff Butera (available to order at [www.WriteLikeYouTalk.com](http://www.WriteLikeYouTalk.com)) ISBN 978-0-578-20364-5

Optional: *Broadcast News Handbook: Writing, Reporting, and Producing in the Age of Social Media*. (5<sup>th</sup> Edition) By: C.A. Tuggle, Forrest Carr, and Suzanne Huffman. Publisher McGraw Hill. ISBN 978-0-07-352622-5

Optional: *Television News: A Handbook for Reporting, Writing, Shooting, Editing, and Producing*. (3<sup>rd</sup> Edition) By: Teresa Keller and Steve Hawkins. Holcomb Hathaway Publishers. ISBN: 978-1-890871-96-3

## GRADING

The grading scale is based on your percentage of points earned in this course: (A) 93 or greater, (A-) 90-92.99, (B+) 87-89.99, (B) 83-86.99, (B-) 80-82.99, (C+) 77-79.99, (C) 73-76.99, (C-) 70-72.99, (D+) 67-69.99, (D) 60-66.99, (E) Below 60. There is no rounding. [More information on UF grading policies can be found here.](#)

The following are the components of your grade for the term:

Outside the Box Reflections: 4 points

Writing style and format quiz: 5 points

News Quizzes: 10 points (5@2 points each; 7 total, but drop lowest 2)

In class exercises: 15 points (5@3 points each)

Understanding Others Reflection: 3 points

Virtual Exchange Reflection: 3 points

Newsroom shift work: 16 points

Mini Project (VoSot): 10 points

Project 1 (Pkg): 20 points

Project 2 (Pkg, Web): 28 points

Outside the Box: Students will explore their own feelings and personal bias, experiences, and thoughts toward different groups. They will attend an event where they are the minority and then reflect on that experience. Students will be required to develop sources within that community and tell a story from that community for one of the projects in this course.

Writing style and format quiz: This quiz will focus on broadcast writing, style and format, as described in our required text book, "*Write Like You Talk.*"

News Quizzes: A current events/general news knowledge quiz will be given in eight different classes. Each quiz will test your knowledge of national, state, and local current events, leaders, and geography. Working journalists must keep up with the world around them and we will aspire to these same ideals.

In Class Exercises: I want you to experience exactly what journalists encounter. There will be five exercises that take place in class to mirror these "real world" experiences. You will get to experience deadline writing, role play, and participate in a press conference.

Understanding Others Reflection: Students will be introduced to people from various groups in this course. Those individuals will help us cover stories from these communities in a culturally sensitive manner. Students will reflect on their interactions and newly acquired knowledge.

Virtual Exchange: Students will meet international journalists and reflect on those discussions.

**Newsroom Work:** Students will be assigned to work one (1) four-hour continuous shift per week in the INC. Students must pitch two acceptable story ideas at least 24-hours before your newsroom shift starts. You will then be sent into the field during your shift, and expected to write, shoot, and edit a VoSot. Sometimes we hit hurdles and encounter challenges. In the instance you do not complete a VoSot (cannot get an on-camera interview, or have no B-roll), you will need to make up the shift or receive a zero. Makeup shifts can be scheduled throughout the term with the instructor's permission until 12/4.

**Mini Project (due October 30<sup>th</sup> by 5:00pm Eastern):** VoSot. 40-50 seconds in length. Required elements: One 3-shot sequence, one soundbite (SOT), script written in ENPS with proper format (including commands), video uploaded to Youtube and links submitted in Canvas, screencaps of each full timeline in Adobe Premiere uploaded to Canvas.

**Project #1 (due November 20 by 5:00pm Eastern):** Package with anchor intro and tag. Package length: 1:15-1:45 (not including anchor intro or tag). Required elements: at least two soundbites (SOTs) from two different interviewees, one standup (standup cannot start or end your package), at least one 3-shot sequence (noted on script), one instance of natural sound pop full (Nat SOT), script typed in ENPS with proper formatting (including commands), video uploaded to Youtube and link submitted in Canvas, take screencap of full timeline from Adobe Premiere and upload to Canvas.

**Project #2 (due December 9 by 5:00pm Eastern):** Package with anchor intro and tag. Package length: 1:30-1:45 (not including anchor intro and tag). Required elements: at least three

soundbites (SOTs) from at least two different interviews, one standup (standup cannot start or end your package), at least one 3-shot video sequence (noted on script), one matched action sequence involving at least three pieces of video (noted on script), two instances of natural sound pops full (Nat SOTs), this must be a character centered story, script typed in ENPS with proper format (including commands), video uploaded to Youtube and link submitted in Canvas, take a screencap of your full timeline in Adobe Premiere and upload to Canvas.

The instructor reserves the right to offer extra credit assignments, which all students will have the opportunity to complete.

Special note: In order to best evaluate your work and identify strengths and areas for improvement, I request you do not use any editing special effects like color correct, transitions, etc... in any of your work. Students are also not permitted to alter video in this course (stretching, rotating, zooming in, etc). If you have questions, please talk to me first to avoid any confusion or inadvertently violating the honor code. Unfortunately, any violations could constitute an honor code violation resulting in a zero for the assignment and a referral to the Dean of Student's Office.

Another special note: Our "hands on" experiences in this course will help you maximize your learning gains. Therefore, it is really important that you create unique work for this class that has never been used or will be used as an assignment, project, report, or interview for any other class without prior agreement from the instructor. Students must write, shoot, edit, and produce their own work in its entirety. Mirroring industry standards, students may not interview any

friend, family member, sorority sister/fraternity brother, fellow organization member, etc. on camera. Industry standards would deem this as unethical and not considered a best practice in the industry. Please also do not tell someone a story will not air. Misrepresenting yourself or failing to identify yourself as a reporter is also unethical and cannot be permitted. I reserve the right to air any content you create in this course on UF media platforms. Please ask and clarify any confusion before you take action to avoid a possible honor code violations (resulting in a zero on the assignment and a referral to the Dean of Student's Office).

**Missed Deadlines:** Deadlines are part of daily work responsibilities in journalism and we will use this course to develop good work habits that will help you throughout your career. Any missed deadlines will result in loss of points. Students will lose one point for each hour an assignment is late during the first five hours. After that, a student will lose five points per day. Example: If an assignment is worth 20 points and it is turned in two days late, a student can only earn a maximum of 10 points.

## CAMPUS RESOURCES

There are a number of academic resources within our university community to help you be the most successful student possible. Additionally, college life can be stressful. Self-care is extremely important now and in the future. I listed several resources below that I encourage you to utilize when needed.

[Register to Vote, Cast a Ballot](#)

One of the biggest responsibilities we have as citizens is to vote. This semester, will cast important votes impacting city, county, state, and federal offices. I encourage everyone to

exercise their right to vote. Florida residents- [check to see if you are registered to vote](#). Florida residents must finalize any address changes and/or register to vote by October 5, 2020. If you are registered in Alachua County, you can vote early in person at the Reitz Union October 19-31 from 9am to 6pm. All absentee ballots must be requested by October 24, 2020. Remember there might be postal delays, so request and mail ballots early and be sure you follow all directions to ensure your vote is counted. You can also return absentee ballots to your county Supervisor of Elections. Lastly, if you are voting in person on Election Day, [use this resource to locate your precinct](#). Once you input your information click “access ballot and precinct information” toward the bottom of the page. There is also a high demand for poll workers on election day. [If you are interested in this paid position \(in Alachua County\), sign up here](#) or call 352-374-5252 . Your vote matters.

#### Academic Resources

\*Career Connections Center, Reitz Union, 392-1601: career, internship, and job search services.

\*E-Learning Technical Support, 392-4357 (select option 2) or email [learning-support@ufl.edu](mailto:learning-support@ufl.edu)

\*Library Support, [cms.uflib.ufl.edu/ask](https://cms.uflib.ufl.edu/ask)

\*Student Complaints: [www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](http://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

\*Teaching Center, Broward Hall, 392-2010. [www.teachingcenter.ufl.edu](http://www.teachingcenter.ufl.edu)

\*Writing Studio, 2215 Turlington Hall, 846-1138. [www.writing.ufl.edu/writing-studio](http://www.writing.ufl.edu/writing-studio)

#### Health and Wellness:

\*Sexual Assault Recovery Services (SARS). Student Health Care Center, 392-1161

\*UF Counseling and Wellness Center, 3190 Radio Rd. 392-1575. The CWC provides counseling and mental health services. <http://www.counseling.ufl.edu/cwc/Default.aspx>

\*U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or call 392-1575 so a team member can connect with you.

\*University Police Department. 392-1111 or 911 for emergencies. [www.police.ufl.edu](http://www.police.ufl.edu)

## ATTENDANCE POLICY

You will maximize your learning outcomes by attending class regularly. Due to the Covid-19 pandemic, I understand unforeseen issues may arise. I do not plan to take roll, however, you remain responsible for any and all work and must adhere to all deadlines when applicable. We will follow the university's attendance policy. It will be applied evenly across the board so each student is treated in an equitable manner. You can read it here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> Again, because project due dates are assigned in this syllabus at the beginning of the term, all work must be submitted by these deadlines. If you are absent on these days, you will need to submit the work ahead of time or make arrangements with the course instructor **before** the deadline. Unfortunately, I cannot re-teach any missed lessons, but you will have access to all handouts, supplemental materials, and class notes. I encourage you to be proactive and communicate with me so I can best assist you when you plan to miss class.

## WITHDRAWAL POLICY

Not all classes fit your schedule or academic plan, and I understand that. Please know, however, that I very much wish to meet with you before you drop (especially the deeper we get into the semester) to see what we can do to work through any challenges together. If you do have

questions about how to drop or the impact on your transcript or financial aid, please visit the Academic Advising website.

#### UF HONOR CODE:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code ([sccr.dso.ufl.edu/process/student-conduct-code/](http://sccr.dso.ufl.edu/process/student-conduct-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Note that failure to comply with this commitment will result in disciplinary action compliant with the UF Student Honor Code Procedures.

See <http://www.dso.ufl.edu/sccr/procedures/honorcode.php>

#### SOFTWARE USE

All faculty, staff, and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties and rules, disciplinary action will be taken as appropriate. We, the members of

the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

## EVALUATIONS

Evaluations help me best serve you and future students. I would really appreciate and welcome your constructive feedback to aide this process. You can fill out this optional feedback by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.aa.ufl.edu/students/](http://gatorevals.aa.ufl.edu/students/). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/).

## COURSE SCHEDULE

(Tentative, subject to changes as needed)

Week 1 (9/4) In Person

- Syllabus Review
- Introductions
- Equipment Policy Review
- What makes a great story (story pitch)
- Newsroom Vocabulary (and examples)
- Writing for Electronic Media Overview

- Read *Write Like You Talk*

#### Week 2 (9/11) Virtual

- News Quiz #1
- Writing for Electronic Media Review
- ENPS Demo
- Deadline writing exercise practice and graded #1 (VO, VoSot)
- Outside the Box Pre-Reflection and Introduction
- Read *Write Like You Talk*

#### Week 3 (9/18) In Person

- Deadline writing exercise #2
- Interview Techniques
- How to mic interviewees, camera audio check (headphones!)
- Interview framing, 2 shots
- Start sequences discussion
- The gear (what is in each kit, how to properly use and care for the gear)
- Review *Write Like You Talk*

#### Week 4 (9/25) In Person

- News Quiz #2
- News Writing Style and Format Quiz
- Establishing shots

- Sequences (close/tight, medium, long)
- Jump cuts
- Matched action sequences
- Camera/Gear review
- Hands on camera exercise (save footage on your SD card: 1 interview, 1 sequence, 15 shots)

#### Week 5 (10/2)

- No Class (Homecoming)
- Outside the Box Reflection due by 10/1 at 5pm Eastern

#### Week 6 (10/9) In Person

- News Quiz #3
- Editing can make or break a story
- Adobe Premiere Demo
- Adobe Premiere exercise (editing sequences, manipulating audio, inserting Nat pops full)
- Last minute newsroom shift questions

#### Week 7 (10/16) Virtual

- **Newsroom shifts begin Monday, October 12<sup>th</sup>**
- **Mini project story idea due via email Friday, October 16<sup>th</sup> by 5:00pm Eastern time**
- Newsroom shift feedback/discussion
- Package writing

- Examples of packages and discussion
- Standups (framing, background, placement, purpose)
- Informative vs demonstrative; Bridge standup vs closing

#### Week 8 (10/23) Virtual

- News Quiz #4
- Understanding Others
- Storytelling techniques
- Storytelling examples, discussion, and critique
- Deadline writing practice (package)

#### Week 9 (10/30) In Person

- **Understanding Others Reflection due Monday, October 26<sup>th</sup> by 5pm Eastern time.**
- **Mini project (script and video) due Friday, October 30<sup>th</sup> by 5:00pm Eastern time.**
- News Quiz #5
- Deadline writing exercise #3 (package)
- Storytelling examples, discussion, and critique continued

#### Week 10 (11/6) In Person

- **Project #1 Story Idea due via email by Friday, November 6<sup>th</sup> by 5pm Eastern time.**
- In class exercise #4 (editing a package)
- Social media contributions
- Web scripts/writing for web

Week 11 (11/13) Virtual

- News Quiz #6
- In class exercise #5 (mock press conference)
- Virtual Exchange
- Project 1 critiques

Week 12 (11/20) Virtual

- **Project #1 due Friday, November 20<sup>th</sup> by 5pm Eastern time.**
- **Virtual Exchange Flipgrid Reflections due Tuesday, Nov. 17 by 5pm Eastern time.**
- **Virtual Exchange respond to 2 classmates by Friday, Nov. 20<sup>th</sup> by 5pm Eastern time.**
- Public records
- Public records scavenger hunt

Week 13 (11/27)

- No Class (Thanksgiving week)
- **Project #2 Story Idea due via email by Tuesday, Nov. 24<sup>th</sup> at 5:00pm Eastern time.**

Week 14 (12/4) Virtual

- News Quiz #7
- News package critiques

- Job Search
- Interviewing for a job, contracts, and contract negotiations
- Reporter life skills
- Parting thoughts

Week 15 (12/11)

- No Class (Reading Day)
- **Project #2 due by Wednesday, December 9<sup>th</sup> at 5:00pm Eastern time.**

**Students can make up excused newsroom shifts through December 4<sup>th</sup>. Students will receive a zero for any newsroom shifts not completed by December 4<sup>th</sup>.**

## **SYLLABUS POLICY**

Every effort has been made to create a syllabus that is as comprehensive and accurate as possible, but each class is a living entity and changes may arise. Please know I will notify you in writing as soon as any syllabus change may arise.